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ABSTRACT

Four papers are compiled in the section on school libraries: (1) "Zentrale Dienstleistungen fur Schulbibliotheken in der Bundesrepublik Deutschland am Beispiel der Schulbibliothekarischen Arbeitsstelle der Stadtbucherei Frankfurt am Main = Centralized School Library Services in the Federal Republic of Germany, as Performed at the School Library Service Centre of the Stadtbucherei Frankfurt am Main" (Renate Breithaupt, West Germany); (2) "Excellence on a Budget: School Library Services with Limited Resources" (Anne Mathews, United States); (3) "The Current Situation of School Libraries in South America with Special Reference to Chile" (Teresa Naveillan de Molinare and Yolanda Soto, Chile); and (4) "School Libraries of Norway: A Vital Part of the National Library Net Work?" (Anne Horn, Norway). Both the original German and English versions are given of the first paper, and statistical highlights from a 1985-86 survey of public school libraries and media centers in the United States are appended to the second paper, which also lists five references. (CGD)

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Division of Libraries Serving the General Public

SECTION ON SCHOOL LIBRARIES

Sessions: 144 Wednesday 8.30 – 10.00
153 Wednesday 10.30 – 12.00

Zentrale Dienstleistungen für Schulbibliotheken in der Bundesrepublik Deutschland am Beispiel der Schulbibliothekarischen Arbeitsstelle der Stadtbücherei Frankfurt am Main *(9-SCHOOL-1-G)*

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Excellence on a budget: school library services with limited resources *(27-SCHOOL-2-E)*

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The current situation of school libraries in South America with special reference to Chile *(33-SCHOOL-3-E)*

Teresa Naveillan de Molinare
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School libraries of Norway — a vital part of the National Library net work? *(34-SCHOOL-4-E)*

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1987

9-SCHOOL-1-E

Centralized School Library Services in the Federal Republic of Germany, as performed at the School Library Services Centre of the Stadtbücherei Frankfurt am Main

by

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Head of the School Library Services

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(Original German text can be found in pre-printed booklet no.14 SCHOOL)

KEYWORD(S):

Centralized School Library Services

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Centralized School Library Services in the Federal Republic of Germany, as performed at the School Library Services Centre of the Stadtbücherei Frankfurt am Main

1. The situation of school libraries in the Federal Republic of Germany and in particular in Frankfurt on Main

2. Institution and function of the School Library Services Centre at the Frankfurt City Library

2.1 Duties of the School Library management

2.2 Organization of school libraries into a joint library network

2.3 Financing of school libraries

2.4 Planning and setting-up of school libraries

2.5 The central service of the School Library Services Centre

2.5.1 Build-up of stocks

2.5.2 Procurement and setting-up of media stocks

2.6 Staff in school libraries

2.7 Results and shortcomings of the work in Frankfurt

3. Qualified staff in school libraries in the Federal Republic of Germany and problems of financing

4. Conclusion

Centralized School Library Services in the Federal Republic of Germany, as performed at the School Library Services Centre of the Stadtbücherei Frankfurt am Main

1. The situation in school libraries in the Federal Republic of Germany and especially in Frankfurt on Main

In the Federal Republic of Germany it is one of the voluntary jobs of the local councils as education authorities to establish school libraries. Contrary to Scandinavian or Anglo-Saxon countries, in the Federal Republic of Germany there is no Library Act, neither for municipal nor school libraries. Therefore the contents of school libraries in the Federal Republic of Germany vary tremendously. Often they have no set budget and in many cases are not run by qualified staff but rather by teachers, pupils or parents or on a voluntary basis. Nevertheless, the importance of school libraries in the general educational concept is increasing in Germany, too. They are important centres of work and information which - like every other library - have to be set up and organized professionally so that they can be used with maximum proficiency. This is the reason why the public library system in recent years has taken over in some cases the specialist organization of school libraries in our country. Frankfurt was one of the first to undertake this job as early as 1974. As part of a library development plan for public municipal libraries Frankfurt has improved the organization and extension of school libraries as well. I want to introduce here the concept and results of this work which are regarded in Germany as exemplary. I shall do this by telling of on method which has been selected in a similar form by other local authorities in Germany with the aim of improving the performance of school libraries by linking them to the public library network.

2. Institution and function of the School Library Services Centre at the City Library, Frankfurt on Main

The Frankfurt City Council decided in 1970 to integrate all the school libraries in the town into the municipal library system. Frankfurt's library development plan - passed in 1973 by a majority of all the political parties represented on the Council - provides for a special department, the School Library Services Centre, to coordinate between the school libraries and municipal library. Its function is, in cooperation with the municipal library, gradually to plan, set up and administer school libraries which are to be used in teaching by pupils and teachers alike. School libraries and the City Library thus form a joint library network whereby each type of library retains its own special emphasis.

2.1 Duties of the school library management

A group of experts, the "School library management" is responsible for the planning and the work of school libraries in the joint library network. A leading educationalist from the education department of the town, the heads of the City Library and the School Library Services Centre are all members of this committee which guarantees that all necessary measures connected with school and library affairs, which in Frankfurt are the responsibility of two different departments of the City Council, are coordinated. In this way we can be sure that teachers and librarians cooperate sensibly on all levels.

2.2 Organization of school libraries into a joint library network

In our library network there are two different ways of organizing school libraries.

a) In new schools there are combined local public libraries and school libraries in as far as there is a suitable place for both of them.

In these combined libraries the public library and the school library are one unit as far as staff and rooms are concerned. The emphasis on different aspects of the work is maintained.

b) The majority of school libraries in existing schools are "school own" libraries. These are available only to the schools in which they are situated. School libraries of both forms have been started for all different types and levels of schools. In 1987 the joint library network includes:

5 combined public and school libraries
(two more are in the planning)
18 "school-own" libraries

The network is to be gradually extended.

2.3 Financing of school libraries

All these libraries receive financial means for books and media dependent on their size. In addition they are furnished. The necessary money is tied down in Frankfurt's annual budget and administered by the School Library Services Centre. Since 1974 Frankfurt has provided for the purchase of books and other media

DM 3,721,650.00 (approx. £ 1.2 million)

2.4 Planning and setting-up of school libraries

The School Library Services Centre is consulted by the head of the City Library on the planning of the building and setting-up of combined libraries. Further it is responsible for the planning and setting-up of "school-own" libraries. The latter are usually established in converted classrooms. Great value is laid on the choice of library furniture and desks so that pupils and teachers feel at home in the libraries and the libraries have a special athmosphere as places of learning. Thus the

equipping of school libraries of the so-called "Frankfurt model" has not been left to chance but is the result of expert planning and consideration.

2.5 The central services of the School Library Services Centre

2.5.1 Build-up of stocks

Part of the job of the School Library Services Centre of the City Library is the continuous build-up of stocks in school libraries in consultation with the responsible librarians and teachers. To this purpose the School Library Services Centre publishes annotated lists of new publications of books relevant to teaching. They serve as orientation for teachers and librarians. It seems to us very important to include the teacher in the build-up of media stocks by informing him of suitable new publications. The basis of the list of new publications is a centralized service of critiques for public libraries in the Federal Republic of Germany (Information Service for Public Libraries of the Purchasing Centre for Public Libraries). Thus librarians and teachers of the different school libraries decide on the purchase of new media for their school libraries. In that way we ensure that the stocks are relevant to teaching needs. Furthermore we manage in this manner to provide the teachers as well as the librarians with the most up-to-date information and support them in their efforts to study the book market critically. There are school libraries in all types of schools and at all levels, especially in primary, secondary Sixth-form Colleges and all kinds of Colleges or Further Education. The stocks of school libraries are kept in line with the curriculum and teaching needs of the different schools. That means that the stocks correspond to the type of school and only overlap in parts. All school libraries of our library network are reference libraries so that our stocks are available

to teachers and pupils at all times during lessons. Books are only loaned as an exception for a short time. All branches of the City Library can be used as lending libraries.

2.5.2 Procurement and setting-up of media stocks

Another central function of the School Library Services Centre is:

- centralized acquisition of media
- making available all media by means of catalogues of authors, titles, subject headings and classifications
- ready-to-use registration of all new acquisitions

In contrast to many an Anglo-Saxon school Library system the individual school libraries in Frankfurt own varied stocks. As the need for particular teaching purposes arises these can be added to from the City Library system should this be necessary. As our work has shown, however, the direct availability of extensive and varied library stocks for pupils and teachers is a precondition for a school library to be meaningfully used during teaching. As a centralized service we aim therefore at providing school libraries with all the necessary media for teaching purposes:

- all the necessary formal steps are rationalized and centralized as far as possible
- to give the greatest possible flexibility and efficiency to the individual work in the schools

2.6 Staff in school libraries

It is the duty of librarians and library assistants in school libraries of the joint library system to

- make pupils and teachers familiar with the school library and its uses

- to meet all the teaching requirements in connection with the library
- to guarantee the opening of a school library during school hours
- to be ready to advise pupils and teachers

These varied and specialized duties are carried out in combined libraries by qualified librarians and employees of the library administration. In "school-own" libraries trained library assistants fulfil these duties. The School Library Services Centre is responsible for the training of its employees.

2.7 Results and shortcomings of the work in Frankfurt

Our experiences over ten years with the work in Frankfurt have taught us that the development of the joint library network and the use of school libraries in teaching depend decisively upon their being staffed with qualified librarians or library assistants. Of 160 schools in Frankfurt 33 were equipped in recent years with a modern wellfunctioning school library. Where positions for qualified librarians, library assistants, and other employees were ensured the pupils and teachers could use their school information centres throughout school hours. On average in large school libraries 450 pupils a day use the library for reference, work in the library or spend their free time there. The use of school libraries by classes within school lessons increases with the higher level of education. For nearly 50 % of opening hours the libraries are used by classes. With proper use of the facilities available, school libraries - according to head-teachers - lead to a higher standard of learning. Where pupils and teachers are familiar with the institution of the school library and where schools make full use of it, it takes on a central role in school life. It becomes an indispensible component of school work.

However, in places where the staffing of school libraries with qualified librarians or library assistants is not possible the teachers use the library only hesitantly. Our experiences in such cases are rather discouraging. It is difficult on this basis to carry out school library work continuously. We therefore demand that, in the long run, in all school libraries in our joint library network in Frankfurt openings should be created to staff the libraries with qualified librarians or library assistants. So far the number of such jobs is limited and far from sufficient. However, this problem is not one of Frankfurt's school libraries alone.

3. Qualified staff in school libraries in the Federal Republic of Germany and the problems of financing

So far in Germany it has not been decided who is responsible for the financing of employees in school libraries. We differentiate between the financing of school buildings and equipment, which comes under the local authority, and staffing costs, which fall under the jurisdiction of the ten provinces and West-Berlin, which have sole responsibility for cultural and school affairs. As local authorities such as Frankfurt have already been paying for the establishing and staffing of school libraries for over ten years, they are no longer prepared to pay for staffing costs without financial aid from the provinces. For this reason in 1987 the German Library Association has brought out a memorandum on "The Development of School Libraries in the Federal Republic of Germany".[1)] The main point of the memorandum is the demand for more qualified library staff in school libraries, jointly financed by both the provinces and local authorities. It will depend on how seriously politicians are concerned with educational matters and how much money they are prepared to spend as to how the development of school libraries in general in

the Federal Republic of Germany, and consequently in Frankfurt itself, will proceed. The structures for the organization are there and have been tested for their efficiency and transferability for over ten years. They have stood the test. Now it is up to the politicians to give these structures a firm basis and thus decisively to promote the development of a school library system in the Federal Republic of Germany.

4. Conclusion

Our experiences in Frankfurt clearly show the advantages of the central service for school libraries with the help of the School Library Services Centre. A summary of these advantages are:

the linking of school libraries to the public library system

1. enables the use of reliable organization structures
2. allows borrowing from all media stocks in a joint library network
3. ensures the connection and linking of school libraries in the specialist know-how and the constantly changing information technology of the public library system. That means: the development away from the isolation and separation of school libraries with all their shortcomings towards their integration in the infrastructure of a modern library system.
4. the integration of the individual school library in a comprehensive library system results in:
   - a set annual budget,
   - professional organization
   - up-to-date media stocks
   - centralized selection of all media suitable for school libraries
   - appointment of specially trained librarians (qualified school librarians and library assistants) to instruct pupils and teachers in the techniques of gathering information

- continuous training of pupils in reading by means of suitable books
- greatest possible efficiency by economic use of existing means.

Renate Breithaupt

1) Zur Entwicklung der Schulbibliotheken in der Bundesrepublik Deutschland: eine Denkschrift des Deutschen Bibliotheksverbandes.
Berlin: Dt. Bibliotheksverband, 1987.
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IFLA GENERAL CONFERENCE, BRIGHTON

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Section: School Libraries

27-SCHOOL-2-E

Excellence on a Budget: School Library Services with Limited Resources

by

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ABSTRACT

EXCELLENCE ON A BUDGET: SCHOOL LIBRARY SERVICES WITH LIMITED RESOURCES

A formal description of a "school library" might be "a collection of books, magazines, and other information sources whose purpose is to enhance the school's formal class learning by providing opportunities for individual learning and further investigation of a topic." Actually, a school library is much more interesting than this: it is the place where a child finds help with his homework, experiences wild adventures, discovers new ideas, or simply escapes from the tedium of classroom routine. What really makes a school library important is not necessarily that it has a wonderful collection of books, but that it is a place where students connect with information, and learn how to use it to succeed in their daily lives. The skill of locating information and turning it into knowledge is precious to every student - whether living in Africa, Asia or Europe - and it is this skill which libraries can teach. If the definition of a school library is changed from "a collection of books" to "a place where information is located and transformed into knowledge," then creating an excellent school library is no longer completely dependent upon the library's budget.

This paper addresses the acquisition of library materials, makes suggestions for school library services, and emphasizes the need and opportunities for librarian training. It is important to keep in mind however, that these elements of a school library program are merely tools to achieve the vital goal of the school library: teaching students to find and use information in order to succeed in their daily lives.

NOTE: The author acknowledges with gratitude the help provided by Dayna E. Buck in the preparation of this paper.

Materials

The very best school libraries provide three kinds of materials: those related directly to course needs, those for the use of the faculty, and "enrichment" materials which go beyond strictly curricular needs. These latter materials form the part of the collection which aims at the liberal education of the student; that is, the part that educates in a broader sense.

Popular wisdom among school librarians suggests that there is no "core" collection which every school library should have. Materials are usually acquired by the school librarian, with suggestions from teachers and administrators. In attempting to develop a useful collection, school librarians consider a number of factors in addition to content: the format (size, print, illustrations, paper), age appeal (vocabulary, style, difficulty), authority (currency, accuracy), balance in relation to the rest of the collection, cost, and, of course, availability.

There are many selection aids available for help in building a school library collection. These aids provide annotated bibliographies which describe the strengths and emphases of books in particular subject areas or for books with particular purposes. (A list of typical sources will be available at IFLA/Brighton.)

Help in expanding your collections is available for libraries with severely restricted budgets. The following list is selective, not exhaustive, but suggests places to go for assistance. Several U.S. agencies provide help in these areas and some of these agencies have counterparts in other countries: check with your local embassies for additional suggestions.

United States Agency for International Development (USAID)

As part of its overall program, USAID has consistently supported a wide variety of activities relating to books. The Agency does not conduct a book program per se; book activities are planned and carried out as part of other programs and projects. In general USAID interest and responsibility in book and library development include publications in all fields except fiction and culture. Key book-related areas for assistance include science, technology, sociology, and industrial and economic development. USAID's fundamental interest lies in active support for broadened and more effective use of text books and reference books in elementary schools and institutions of higher learning in countries in which it operates.

Major book activities of USAID have involved the provision of U.S. reference books and texts in support of Agency funded projects; assistance to in-country development of books, including preparation of new manuscripts, adaptations, translations, and low-cost reprints; help in the building of local capacity to create, produce, and distribute books; and support of projects to improve library science and education. USAID book activities have been of four basic types: (1) central development, testing, and demonstration projects; (2) other central programs in support of country book needs, including technical, economic, and financial support, investment aids, participant training, and research; (3) regional programs; and (4) individual country (USAID) programs.

United States Information Agency (USIA)

The United States Information Agency's mandate is to help build understanding of the United States, its institutions, culture, and policies. USIA carries out this aim through several activities which may be of help in building a school library.

o Book Translation Program

The USIA Book Translation Program promotes the translation and distribution of U.S. books which illustrate aspects of U.S. life and culture. Most of the volumes are sold at reduced prices through existing or newly developed commercial channels, and many are used in schools and universities or are made available for supplementary reading.

o Donated Books Program

The Donated Books Program of the USIA Office of Private Sector Programs makes possible the distribution of publisher's remainders in virtually every country in which a USIS post is located.

o Ladder Book Program

The purpose of the USIA ladder book program is to make U.S. books available in abridged, easy-reading form to those who are learning English. The program's chief audience consists of secondary students and college freshman.

The United States sponsors libraries at every U.S. Information Services (USIS) post throughout the world. Contacting your local USIS library would be a good first step toward determining which of these programs might bolster your library collection, as well as establishing a productive relationship with the USIS librarian.

Peace Corps

Although the Peace Corps by law has no money for book programs, Peace Corps posts participate actively in the distribution of titles collected through book programs of other agencies. The Peace Corps plays a full role in the USIA Donated Books Program. Peace Corps representatives may request titles by subject category and reading level. These books, shipped overseas by USIA and distributed by volunteers, are used for general reading and reference purposes in schools and libraries in the developing countries.

Sister Cities International

Sister Cities International is an innovative program which seeks to link American communities with communities in other nations. The goal for the cities involved is to learn more about each other and to develop lasting, and meaningful exchanges. These exchanges may include library materials or library staff who could provide training. The program has assisted more than 785 U.S. cities establish links with over 1,200 communities in 87 nations of the world.

Further information can be obtained by writing:

Sister Cities International
120 South Payne Street
Alexandria, Virginia 22314

phone 703/836-3535

These are just a few of the better known U.S. book-related programs. There are many other private U.S. sources, such as the Franklin Book Program, The Ford Foundation and The Asia Foundation; and aid programs from countries other than the U.S., such as the British Council, with its array of excellent book and library programs. Seek these sources out: visit the U.S. and other foreign embassies to discover how your school libraries can benefit from book and library programs already in place and available.

Services

What kind of services does a school library provide? At the U.S. Department of Education, Office of Educational Research and Improvement, The Center for Education Statistics recently completed a survey of services offered in American school libraries. The survey distinguished twenty-two potential activities, including: assisting students and teachers with reference questions; helping teachers coordinate library program activities with classroom activities, and instruction in library skills. Although not all libraries may provide all of the services identified in this survey, your school library's responsiveness to the needs of the students and teachers in the school can go far toward creating an excellent library. (For the complete list of services, see the Appendix).

There are many ways to provide excellent, meaningful and responsive library service. For example, in some countries the competition for a place in a university is extremely intense, and lists of individuals who have been selected to attend university are made public. One USIS library contacted these young future leaders to invite them to attend a short

course introducing them to library reference materials with specific instruction in the use of a variety of sources. As a result of this course, these students are now better prepared to succeed in the world of higher education. It may be possible to work with a USIS or British Council library to provide a similar program.

Another story of responsive school library service was told by a librarian who became aware that some students in the school had no place in their homes to study or complete their homework. She extended the school library hours to stay open after school, and provided homework assistance during that time. The project is a resounding success: the library is busy every afternoon with students taking advantage of this learning environment. There may be people in your community who would volunteer to help in a program like this one. These examples illustrate how a little extra effort - and little or no extra money - can have a great impact on students' education experience.

Training

Excellent services are more likely to occur when a trained and competent librarian is guiding the library. However, training may seem extravagent when compared to the need for materials or teachers' salaries. Training courses are available from many of the same sources which make materials available. Some Peace Corps volunteers are librarians, and they serve as full-time librarians in secondary schools and universities. In addition, as part of their assignment, many serve as school or community librarians. It would not take much organization to have these volunteers provide informal seminars on cataloging, reference materials, or other aspects of librarianship.

A number of USIS and British Council libraries offer basic bibliographic instruction and reference courses. These are available to local librarians, and have been well received. Library Associations exist in most major cities throughout the world and their members share ideas and resources.

The United Nations Educational, Scientific and Technical Organization (UNESCO) provides instructors and organizes seminars and institutional training courses. Regular publications keep member nations and others up to date on trends in librarianship, bibliography, documentation and terminology.

The American Library Association in cooperation with USIA, recently inaugurated an "International Fellows" program, which sends American librarians to foreign countries to provide expert assistance and training in a variety of library environments.

Finally, there are fellowships available, such as the Fulbright Scholars program to provide training in the United States for librarians from countries around the world. Similar overseas programs are sponsored by Great Britain, The Soviet Union, Germany, France, and the Scandanavian countries.

Wherever you are located, excellent school libraries are possible. It takes time to find the resources, encourage service-minded attitudes, and initiate training opportunities, but the potential benefit to the young people in your country is far greater than the effort expended.

Your continued networking activities will make you aware of the many opportunities available to organize and/or enhance a school library. The school library is a vital resource to any student. It is the first step into the limitless world of information.

APPENDIX

U.S. Department of Education, Office of Educational Research and Improvement, Center for Education Statistics "Highlights from the 1985-86 Survey of Public School Libraries and Media Centers in the United States" Early Tabulations - September, 1986.

Table 19.--Prevalence of services provided by staff of public school library media centers (L/MC): United States, Fall 1985

Service	Not provided	Occasionally provided	Routinely provided
	Percent	Percent	Percent
Offers a sequential program of library skills instruction	12	21	67
Coordinates library skills instruction with classroom instruction	9	41	50
Informally instructs students in the use of various types of materials and equipment	5	29	67
Conducts in-service education for teachers in the effective evaluation, selection and use of media	43	47	9
Assists curriculum committee in selecting appropriate materials and media program activities for resource unit and curriculum guides	35	41	24
Helps individual teachers to coordinate media program activities and resources with subject areas, units and textbooks	10	36	54
Helps teachers to develop, select, implement and evaluate learning activities requiring various types of media	24	46	30
Provides teachers with information about new educational and media developments	10	35	55
Provides reference assistance to teachers	3	19	78
Assists students in locating information and resources valuable to their educational needs and to the growth of their personal interests and ability	1	8	91
Helps students and teachers find and use relevant information sources outside the school	15	54	31
Provides interlibrary loan service to students	53	27	20
Provides interlibrary loan service to teachers	37	36	27
Provides reading/listening/viewing guidance to students	9	25	66
Helps parents realize the importance of assisting their children to understand the benefits of reading, listening and viewing for pleasure as well as for gaining information	32	51	18
Coordinates in-school production of materials required for instructional and other activities	42	36	22
Provides technical assistance to students in the production of materials	51	35	15
Provides technical assistance to teachers in the production of materials	39	41	20
Coordinates textbook selection, ordering, and distribution program in school	82	8	10
Coordinates school-operated radio station	99	.6	.8
Coordinates video production activities in school	56	23	21
Coordinates cable or other TV transmission and utilization activities in school	51	17	32

Table 19a.--Prevalence of services provided by staff of public school library media centers (L/MC) in elementary and other combined schools: United States, Fall 1985

Service	Not provided	Occasionally provided	Routinely provided
	Percent	Percent	Percent
Offers a sequential program of library skills instruction	11	18	71
Coordinates library skills instruction with classroom instruction	10	42	48
Informally instructs students in the use of various types of materials and equipment	6	31	64
Conducts in-service education for teachers in the effective evaluation, selection and use of media	43	47	9
Assists curriculum committee in selecting appropriate materials and media program activities for resource unit and curriculum guides	35	40	25
Helps individual teachers to coordinate media program activities and resources with subject areas, units and textbooks	11	36	53
Helps teachers to develop, select, implement and evaluate learning activities requiring various types of media	25	45	30
Provides teachers with information about new educational and media developments	11	36	53
Provides reference assistance to teachers	4	21	75
Assists students in locating information and resources valuable to their educational needs and to the growth of their personal interests and ability	2	9	90
Helps students and teachers find and use relevant information sources outside the school	17	55	28
Provides interlibrary loan service to students	55	26	18
Provides interlibrary loan service to teachers	38	35	27
Provides reading/listening/viewing guidance to students	9	24	67
Helps parents realize the importance of assisting their children to understand the benefits of reading, listening and viewing for pleasure as well as for gaining information	28	52	20
Coordinates in-school production of materials required for instructional and other activities	43	36	21
Provides technical assistance to students in the production of materials	53	35	13
Provides technical assistance to teachers in the production of materials	40	42	18
Coordinates textbook selection, ordering, and distribution program in school	82	8	10
Coordinates school-operated radio station	99	.6	.7
Coordinates video production activities in school	59	22	18
Coordinates cable or other TV transmission and utilization activities in school	52	17	31

Table 19b.--Prevalence of services provided by staff of public school library media centers (L/MC) in secondary schools: United States, Fall 1985

Service	Not provided	Occasionally provided	Routinely provided
	Percent	Percent	Percent
Offers a sequential program of library skills instruction	15	38	47
Coordinates library skills instruction with classroom instruction	4	37	59
Informally instructs students in the use of various types of materials and equipment	1	17	82
Conducts in-service education for teachers in the effective evaluation, selection and use of media	43	47	10
Assists curriculum committee in selecting appropriate materials and media program activities for resource unit and curriculum guides	34	44	23
Helps individual teachers to coordinate media program activities and resources with subject areas, units and textbooks	5	38	57
Helps teachers to develop, select, implement and evaluate learning activities requiring various types of media	18	49	32
Provides teachers with information about new educational and media developments	4	29	67
Provides reference assistance to teachers	.3	10	90
Assists students in locating information and resources valuable to their educational needs and to the growth of their personal interests and ability	.1	3	97
Helps students and teachers find and use relevant information sources outside the school	4	48	48
Provides interlibrary loan service to students	43	31	26
Provides interlibrary loan service to teachers	36	36	28
Provides reading/listening/viewing guidance to students	7	30	63
Helps parents realize the importance of assisting their children to understand the benefits of reading, listening and viewing for pleasure as well as for gaining information	51	43	6
Coordinates in-school production of materials required for instructional and other activities	35	37	28
Provides technical assistance to students in the production of materials	40	35	25
Provides technical assistance to teachers in the production of materials	31	37	32
Coordinates textbook selection, ordering, and distribution program in school	84	7	9
Coordinates school-operated radio station	98	.6	.1
Coordinates video production activities in school	43	25	32
Coordinates cable or other TV transmission and utilization activities in school	45	14	41

Table 18.--Use of microcomputers in public schools and in library media centers (L/MC) by school level and size: United States, Fall 1985

School level and size	Computers in library for use of L/MC operations	Computers in library for use of teachers	Computers in library for use of students	Computers outside library for use of teachers	Computers outside library for use of students	Number of computers supervised by L/MC staff
	Percent having	Percent having	Percent having	Percent having	Percent having	Mean per school
All schools	27	42	39	79	81	2.1
School level						
Elementary and combined schools	24	40	38	77	79	2.1
Secondary schools	43	48	45	85	90	2.0
School size						
Less than 300 pupils	18	35	35	77	77	1.2
300 to 499	26	44	41	80	82	2.2
500 to 699	27	42	38	76	80	2.1
700 to 999	34	44	39	79	83	2.7
1000 to 1999	48	50	44	83	88	2.6
2000 or more pupils	53	57	46	82	88	3.3
Elementary and combined schools						
Less than 300 pupils	16	34	33	75	76	1.3
300 to 499	25	44	41	80	82	2.3
500 to 699	26	41	38	75	78	2.2
700 to 999	32	44	37	78	82	2.9
1000 to 1999	41	41	36	73	81	2.8
2000 or more pupils	37	37	37	87	87	2.0
Secondary schools						
Less than 300 pupils	30	39	42	88	89	1.1
300 to 499	46	45	43	77	87	1.9
500 to 699	37	45	43	88	92	1.7
700 to 999	41	46	45	83	87	2.0
1000 to 1999	52	55	49	89	92	2.5
2000 or more pupils	54	58	47	81	88	3.3

PERCENT OF PUBLIC SCHOOLS HAVING LIBRARY MEDIA CENTERS

According to the findings of a 1985-86 Department of Education Center for Statistics survey of public schools, an estimated 93 percent of the approximately 78,455 public elementary and secondary schools reported having library media centers. This percent was up from the figure in 1978, when about 85 percent of public schools reported having library media centers. The increase is attributed partly to legislation in some States requiring that all public schools have a library media center and to the consolidation and closing of some schools over the period. The survey found that in 11 States, all schools sampled had libraries. The percent of schools having library media centers in States ranged from 100 percent to 59 percent.

EXPENDITURES

The largest proportion of the library media center expenditures, excluding salaries and wages, continues to be for books. The average library media center expenditure per pupil for books in 1984-85 school year was $6.24, accounting for 37 percent of the total expenditures. The second largest proportion of expenditures went for computer hardware, which accounted for 17 percent of the total, with a mean of $3.41 per pupil. Often this computer hardware expenditure accounted for the total school computer hardware budget. The mean total expenditures for library media centers was $7577, including the computer budget. The mean total expenditure per pupil was $17.58.

COLLECTIONS

The average number of books held in the collection at the end of the 1984-85 school year was 8,466 and the mean books per pupil was 20 volumes. The average number of books added to the collection during the school year was 258. Although school libraries are increasingly including video tapes and computer software in their collections, the mean numbers held in the collection for these items are small. The average number of video tapes held in the school collections was 28 and and the average number of machine readable materials was 33.

STAFF

There were an estimated 96,324 full time equivalent (FTE) staff serving public school library media centers in the Fall of 1985. Of these about 56 percent of the full time equivalents were made up of certified library media specialists. However, 79 percent of schools were served by a certified library media specialist for some part of the time. This is indicative of the pattern in some school districts of assigning a library media specialist to serve more than one school. The average Full Time Equivalent Staff (FTE) per library media center was 1.3. The average FTE certified staff (.7) was slightly more than one half of the average total FTE.

SERVICES

The most frequent service provided by library media center staff was the traditional one of assisting students in locating information and resources available to their educational needs, interests, and abilities. The mean attendance per school in library media centers was 579 pupils per week. The mean attendance per pupil was 1.2. A sequential program of library skills instruction was offered routinely or occasionally in 89 percent of elementary and combined

schools having libraries and in 85 percent of secondary schools having libraries. The average per pupil participation in library skills instruction per week was .5 in elementary and combined schools and .1 in secondary schools. Recent years have seen the introduction of the use of computers in library media centers. In 1985-86 about 40 percent of school library media centers housed computers for use of students and teachers. The average number of computers under the supervision of library staff was 2.1.

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33-SCHOOL-3-E

The current situation of School Libraries in South America with special reference to Chile

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ABSTRACT

This is a study of the present reality of School Libraries in some countries of Latin America; the efforts being made by different organisms to take them out of the state in which they are; the support given by the O.E.A. through a Flexible Model Program for a National System of School Libraries and the future development of them in Chile as Centers of School Libraries.

INTRODUCTION

The actual reality of Libraries in Latin America is showing a series of problems which range from the lack of knowledge of the importance they have, going through insufficient interest, scarce understanding and idleness of the inhabitants in general; to the non-existence of protection for their development.

The same general lack of knowledge exists at an international level, in the sense of being aware of the efforts the librarians make in Latin America to accomplish their functions, and all the difficulties they must face in order to have their task be supported and stimulated correspondingly.

Undoubtedly, the situation of underdevelopment affects the creation, setting forth, and functioning of the School Library. Some of the factors having strong influence are the limited human and material resources; illiteracy; a rural and suburban population that is semi-illiterate; the lack of work and encouragement for the young people.

Considering what we have just stated, we think it is of outmost importance to establish the general characteristics shown by the School Libraries in some countries of Latin America referring to areas such as, personnel,premises, collections, and services.

Secondly, a study was done to show the efforts being done on this in some countries as Colombia, Chile, Paraguay, Peru, and Venezuela.

Then, and due to its importance, we have established the support offered by the O.E.A., which is making great efforts to settle the School Libraries through a Program of a Flexible Model for a National System of School Libraries.

On the other hand, the plans for the settlement of School Libraries, in Chile, in the Public Schools, which will initially be School Library Centers to serve several schools of a determined area, are considered as quite positive.

Thus, we can see that, thanks to the efforts of librarians the authorities are taking into account the importance of the School Library as a base and milestone in the cultural and educational development of the Latin American countries.

I. PRESENT SITUATION OF SCHOOL LIBRARIES IN LATIN AMERICA

The School Libraries have been created by the personal interest of a group of people who have realized the need of counting with them as a support for the teaching activities, especially, to encourage the habit of reading in the subject where Spanish is taught.

After this, they started to expand gradually, practically with no coordination among them; with little or no technical organization; without a proper budget; with insufficient personnel; in premises which generally do not have the necessary conditions of space, light, and ventilation; with a minumum - or obsolete - existence of collections. This state is aggravated by the lack of interest and knowledge the qualified authorities and people in general have referring to this area.

It would be unfair to omit the endeavors of some private institutions and organizations to take them out of the abandonment and prostration state they are now

through a series of special programs and activities which have had positive results; but these are only isolated situations and they do not change much the general view already described.

The main problems affecting the development of School Libraries are associated to a deficient national policy referring to interest, concern, and knowledge of the corresponding authorities; to which it is necessary to add the lack of specific budgets for these School Libraries.

LIBRARIANS :

The training of the Librarian changes from one country to another, we can mention the following situations:

1) The Librarian does not know the role he can play as a changing factor in the School Library; he has no interest in working in it; this is due to a bad formation and to prejudices, because it is wrongly considered to be not a proper work for a professional.
2) Within one country, the years devoted to the training of a Librarian do not have a similar curricula nor the same requirements.
3) The career for Bibliothecology is given at Universities, Professional Institutes, National Libraries, Bibliothecology Institutes and Schools.
4) In the Latin American countries there are obvious differences among their curricula.
5) There is no uniformity to assign a Librarian or a Bibliothecologist.
6) It is also important to mention the low salaries librarians working in School Libraries receive.

The points mentioned above are aggravated with a scarcity of librarians, auxiliaries for libraries, and with the hiring of the necessary personnel for the normal functioning of a School Library.

PREMISES :

In fact, the reality of the Latin American countries is not too different in this area. The problems which are similar in the different countries deal with the following situations:

- When architects plan, and then build, they do not take into account the need of a place having all the conditions to locate a School Library, in accordance with the functions a library has to accomplish.
- When the school building coincides with the architectonic design established by the Contracting Societies or the Public Works Ministries of the different countries, the areas devoted to School Libraries range from 40 to 100 m^2.
- In the majority of Schools, there is a place for a library, but this one is only another classroom of the school.
- In some countries, some institutions which support schools, have enlarged the rooms used as libraries, in the face of immediate needs and without any projection.
- In many cases, School Libraries are located on upper floors which have a difficult way of access and no possibility of enlarging them.
- Many of the places devoted to libraries do not have a proper illumination, ventilation, and heating systems, so as to offer a better service.

COLLECTIONS :

The Governments of the Latin American Countries have devoted resources to acquire an appreciable amount of textbooks to support the teaching-learning process. Unfortunately, this acquisition has not been the result of studies or inquiries about their needs, and that is the reason why a great part of the bibliographic material contained in School Libraries are outdated, being obsolete for the purposes of information needed by teachers and students as well.

This situation just mentioned has been reinforced by the permanent educational changes to which Study Plans and Programs are submitted.

It is also important to point out that.

- The reference material is not enough and that it is outdated.
- There is a lack of material for the perfectioning of the teachers.
- The bibliographic material for recreation is scarce.
- The School Libraries do not have audio-visual media.

SERVICES :

The lack of capable personnel to attend the School Libraries and of proper and suited places for the Libraries affect directly the services they offer. Normally, there exists a system for lending materials to the classroom or to take home, and a service of notes and photocopies.

II. EFFORTS DONE FOR THE SETTLING OF SCHOOL LIBRARIES IN SOME COUNTRIES OF LATIN AMERICA.

In Latin America, during the last decades, there has been a great concern for creating, developing and establishing Schools Libraries emanating from Organizations of Librarians, Schools of Bibliothecology, teachers, and some people from the community, who have stated that if these libraries exist with a well organized system, and a qualified personnel, they would not only be of great help for the teaching-learning process, but they would also allow to have well informed and educated citizens.

The fact is that there are no Schools Libraries in the widest sense of the expression; there are only a series of libraries with a minimum degree of development; non-discriminating criteria of direction, operation, and evaluation; and a diverse administrative dependence.

On the other hand, the Governments are making efforts and adopting actions to guarantee the right to education and freeness of tuition in order to satisfy the needs of education and information, the rendering of services, materials, and resources so as to consolidate the educative activities.

COLOMBIA

The efforts being made in Colombia in the area of School Libraries refer to - at a national level:

- CONCULTURA : Project for School Libraries.
- Department of School Libraries at a Ministry of Education Level, to create a National network of School Libraries.

At the level of the Federal District of Bogotá, to create a Metropolitan System of Public School Libraries.

In Medellín, at the level of the Education Secretariat of Antioquia, to create Public School Libraries.

CHILE

Through the promulgation of the Law, which created the Bureau of Libraries, Archives and Museums, in 1929, it was established that all libraries which fulfill certain requirements will receive books bought with a special budget assigned for this purpose.

The Ministry of Education, in all Governments, has delivered textbooks to Public Schools and some titles to support the educative process.

In the 1960s, the Alliance for Progress, through the A.I.D. (Agency for International Development), gave some equipments and books to the public schools of the country.

Through the O.E.A.(Organization of American States), a program was developed to train all personnel, who worked in Libraries, in the use and handling of them at

a School level. This program included the installation of three pilot Public Schools. At present, only one of these libraries is functioning.

At a Government level, a presidential policy on education was dictated, this included the study of all the educational approach by a Special Commission which was to present a National Project on Public Schools.

The Commission did the Project but because of its very high cost it was not possible to set it in operation. At present, a system is being studied which, with the ixisting economic resources, could be applied.

It is important to state the efforts done by the School Librarians of the Capital of the country and of libraries of private schools, who are joining their efforts to improve and develop the School Libraries, creating awareness at the different levels of the school community.

In 1981, a National Cadastre of Libraries was done in the country and here are some of the conclusions:

- From the budget received by each Director of a Public School, he does not consider, with any priority, to make an appropriation of part of that money for the Public Library.
- The bibliographic materials now existing in the libraries of the country are not - in quality and quantity- in accordance with the needs of curricula.
- The Public Library is attended by a teacher who is usually overloaded with work and without any previous training; he takes care of it during recreation time or during collaboration periods.
- The bibliographic material is not catalogued; its placement on shelves does not correspond to a specific system, and it is usually based in the good memory of the attendant.
- The premises do not correspond to the needs of users. There are only a few buildings specially built for this purpose.

PARAGUAY

During the First National Congress of Librarians and Officials in Charge of Documents, which took place in Paraguay, in July 1986, the professionals assembled there discussed the need of attracting the attention of authorities and public, in general, on the importance of a Public School in the formation of new generations. To take advantage of the existing human resources, the Congress has asked the autorities, among other things, to assign a budget for the development and improvement of the School Libraries, in accordance with the requirements of a new curriculum which fosters training activities for the non-professional personnel of Libraries.

The Congress has also asked for a Department of Public and School Libraries which will have as its aim to plan, guide and supervise their tasks.

In Paraguay, the same as in the majority of Latin American countries, the Board of Directors and Teachers do not have the necessary knowledge of the functions a librarian must accomplish in a School Library that is why it is strongly recomended that those professionals be the active agents for spreading their work, intensifying their labor in the formation of users, to try to awaken the interest and love for reading, and to keep their superiors informed about all the activities they do.

VENEZUELA

To support the teaching-learning process, the Ministry of Education created the System of School Library Services, formed by units with characteristics of a Resources Center for learning.

The policies and strategies for the functioning of this system will be under the responsibility of the Office of a School Library Bureau, which will coordinate

the actions to be developed in the System and it will also be the linkage with other information systems of the country, and with the School Library Systems of other countries. Its structure will consist of four areas, i.e.:
Advisory, Directive, Central Operative, and Zonal Operative.
The efforts made by Venezuela in the area of School Libraries are centered in the Office of Services of School Libraries belonging to the Ministry of Education and Culture.

III. A FLEXIBLE MODEL FOR A NATIONAL SYSTEM OF PUBLIC LIBRARIES

The Organization of American States (O.E.A.) has worked preparing programs for School Libraries in Colombia, Costa Rica, Perú, and Venezuela, to establish a multi-national project which has served as a framework for the program of a Flexible Model for a National System of School Libraries.
The starting point of the project was the need of exchanging experiences, achievements, instruments, and required materials for the development of the corresponding programs of the already mentioned countries, and to study the points in which they coincide, such as the development of pilot programs, the centralization of some activities, the incorporation of a systematic structure of modules or nuclei, the emphasis put on the problems related to reading, literature for children, the formation of human resources and the users of the system, as well as the different approaches for treating the problems.
From all the material and experiences obtained, it was possible to determine that the Project should not be limited to these four countries, instead, a Flexible Model Project for a National System of School Libraries should be established.

This Model includes the theoretical bases and reasoning, and a technical information on all those elements conforming the School Library. All this is done considering the present conditions of Latin America and its usefulness to set forth a System of School Libraries.

The Model was divided in two parts, the first one develops the concept of School Libraries and the theoretical basis of its components, i.e., materials, teachers, librarians, the child-reader, and the relations of the Public Library with the School Library.

The second part presents the elements to organize a System of School Libraries at its execution levels, i.e., macro and micro levels.

As it has been stated, the first part is devoted specifically to treat the concept of School Library, which has changed the traditional approach of its functions to define it as an active center of learning, where the communication function is fulfilled, and the Library is used as an instrument forinnovation, an element suited to form an individual who is capable of learning in a permanent way.

The concept of Library originates from the analysis of its role, associated to the educative system, the curruculum, reading, the development of the research capability and of creativeness, permanent learning, communication, recreation, training for teachers, educative information and its relation with the community.

Associated to the qualitative improvement, the School Library is to be considered as instrument of change which facilitates the accomplishment of objectives and plays a motivation role which makes it easier to demonstrate, practically, the way changes can operate.

As it was already said, the second part of the Model offers information for establishing a program of School Libraries on the basis of a legal framework, structure, relations, experiments and research project, human resources, rules, budget, development stages, and evaluation.

Closely related to the functions, the Model uses the term "macro level", to refer to the units of coordination of the system located at a regional or national level (departments, states, provinces), and the term "micro level" to refer to the local units of operation (School Libraries, Traveller Boxes, etc.)

At the macro level, two categories of functions have been established:

- Those functions which the Libraries normally do per se, if they act in an isolated way; but with the aim of optimizing resources, and improve the technical processes, they concentrate in a central unity.
- Those functions which generate during the operation of a system and refer to the promotion and advising, designing and execution of programs and materials for training, the making of instruments models, manuals, guides of developments of experimental researches and projects, establishing channels of communication and regulations.

At the micro level are the functions leading to the formation of a critical, selective, and autonomous reader in all decissions referring to reading and creativeness.

It is stated that the conditions which rule a School Library program are very different and thus, its development has got different ways and rythms which agree with the internal and external circunstances.

Finally, the work ends indicating the steps to be followed and delivers a linear experience. In general terms, two rather definite strategies can be defined:

- Service from a concentration of resources in a determined geographical context, and in a perspective of investigation - experimentation.
- A national distribution of resources with which it is possible to program actions, make an inventory or accomplish an experience to be developed in a national context.

IV. FUTURE DEVELOPMENT OF SCHOOL LIBRARIES IN CHILE

The Public Schools and their administrative functions have been handed over to the City Halls of the country, under the supervision of the Ministry of Education in such areas as studying the plans and programs, and the accomplishment of those plans and programs.

This is the reason why it has been necessary to make the planning of a System of School Libraries and Public Libraries, because both are necessary and both take into account some functions which are proper to them.

Having in mind everything that has already been stated, it was considered necessary to integrate the School Libraries to the National System of Public Libraries.

At a communal level, this National System of Public Libraries is under the responsibility of the City Hall and it consists of Municipal Public Library, which is the head of this subsystem, the Peripheric Public Libraries, and the School Libraries.

The advantages of this integration of School Libraries ares as follows:

1.- Rationalization of resources in centralized technical processes, acquisition of bibliographic and audiovisual material and of professional personnel.

2.- Teachers and librarians will devote more attention to the improvement of integral attention in the expense of existing funds.

3.- There is infra-structure, at a national, regional, and communal level to offer norms and technical advisory, but it must be reinforced if the School Libraries are to be included.

4.- Training of teachers and personnel.

5.- Handling of information to be handed in to national authorities and sent to international organisms.

6.- Requests of City Halls in order to proceed with the organization of School Libraries and to give the proper service to students.

7.- The need to coordinate School Libraries with the promotion of the service of the Public Library, in order to encourage the habit of reading and continue with the permanent education.

8.- Lack of sufficient librarians along the country.

9.- At all levels, coordination between the Education Bureau and the General Bureau of Libraries, Archives, and Museums in the selection of bibliographic and audiovisual materials for School Libraries.

10. Knowledge, on the part of the Ministry of Education, about the functioning of the School Libraries.

The main disadvantages that have to be considered when deciding not to integrate this system are :

a) Creation of an infra-structure in each Level.

b) There are not enough professional librarians to be hired for each Level.

c) Duplication of the function of acquisition, technical processes and dispatch of materials. A qualified team is necessary to select the bibliographic and audiovisual materials which are to be bought and to award the proposals, this is based on the subtleties each specialist on books may state.

d) To design its integration with the present national collective catalogue of Public Libraries to integrate it with the Data Base of the Computer of the National Library.

e) It must be considered, at a communal level, that the municipal authority must have only one official representative for Libraries.

f) Lack of bookstores and knowledge of new editions on bibliographic and audiovisual materials in the Regions of the country.

As it has already been said, in Chile there is no awareness of the function of a School Library and this must be developed and spread in all levels which form part of the Educational System.

It is necessary to transform the School Library in a dynamic Center of learning, integrated to a teaching institution, which is to offer students, teachers and its community, a great variety of educative materials, adequate equipments and library resources.

The perspective for considering the educative importance of a Library starts, logically, when a proper understanding of the teaching itself is attained. Because the tendency, the project and the structure of the education are the elements which give sense and direction, scope and dimension, form and substance, significance and value to the Library program.

An efficient library program requires a functioning plan to relate services, premises, and resources to the general program of teaching and to each of its parts. At the same time , an efficient program for education is conceived and structured so as to allow the synchronization of the library service, with the gradual perfectioning of the pedagogical plan and the personal needs of the students.

Besides, to achieve this transformation, it is necessary that the librarian change his situation and assume a direct commitment; from being a basic spectator he must change to an active participant in the pedagogic effort. He is a master because of his training, for the title he owns and for the attitude he adopts. He possesses the triple character of leader of a team, leader of media programming and promoter of study plans.

In order to achieve all this, the necessary steps are being adopted to begin with the integration of School Libraries in the National System and to begin with their gradual settling designing a pilot plan which is supposed to be in operation next year.

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SCHOOL LIBRARIES OF NORWAY - A VITAL PART OF THE NATIONAL LIBRARY NET WORK?

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SCHOOL LIBRARIES OF NORWAY - A VITAL PART OF THE NATIONAL LIBRARY NET-WORK

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Abstract:

A new Public Library Act and amendments of the Primary Schools Act now including the school libraries, imply new ways of organizing the school library system in Norway. School library development should take two issues into consideration:
1) The extension of the school library services to comprise a media resource centre, in accordance with the recommendations of the revised Model Plan for the Norwgian Primary School.
2) The responsibility of the school libraries for general cultural services and the dissemination of books to children. The latter services are to be rendered in co-operation with the public libraries, according to the Public Library Act, section 6.

SCHOOL LIBRARIES OF NORWAY - A VITAL PART OF THE NATIONAL LIBRARY NET-WORK?

"A changing world" calls for changes in outlook and professional priorities. It calls for new ways of thinking, and for new constellations for co-operation. A changing world means that the basis, the prerequisites and the tools we use for our work are changing. But does it necessarily imply new goals? May it not also call for a closer consideration of how libraries can be a modifying factor to counteract the negative consequences of a changing world, rather than subduing to it?

It is hardly necessary in this forum to argue for the pleasure of reading and the responsibility for the libraries to promote the reading of quality books for children. To create a frame-work within which we enable children and books to meet in a fruitful atmosphere, is the goal of our efforts, however traditional and bureaucratic it may seem. The development of such a frame-work in Norway is the theme for my contribution here.

But first, let us very briefly look at some of the changes we will have to take into consideration in our future work, changes that will be witnessed by most countries, disregarding their level of development:

- A flow of information, and a need for skills to evaluate this information and convert it into knowledge

- A rapid circulation of new knowledge and ideas, and the necessity for life-long learning

- A growth of picture-oriented information, and a need for skills to evaluate and handle this type of information

- A need for people to inform as well as to be informed, and for society to encourage literacy and fight growing functional illiteracy

- A growing need for international understanding and co-operation, and for recognition of the value of our own cultural heritage

- New technology requires "awareness of the development in this field, as well as skills to be able to exploit technology rather than be exploited by it". (Jean C. Beck).

Norway is a small country - but an expensive one to run. The geography of Norway is quite unique. The length of the country is about 1 100 miles, a distance that almost equals that of Oslo to Rome. The population is just above 4 million, many of whom live in sparsely populated areas all over the country, and scattered all along an extended coast line. The demographic structure of Norway is changing; the percentage of children is decreasing, and is now just over 20 %.

Norway is divided into 454 municipalities and 19 counties, each governed by a municipal or county council. More than half of the municipalities (260) have less than 5 000 inhabitants and only 6 have more than 50 000, cities included.

The public libraries are regarded as important national institutions, especially for the part they take in the efforts to maintain the national language and the literary heritage in such a small language area. The public libraries are among the most decentralized institutions in Norway, consisting of 1360 service points, (449 main libraries) a number of which are too small and have too short opening hours to function well. In 1986, 41 municipalities and 9 counties were running mobile services, and mobile unit stops now tend to replace the permanent service points that have proven unfunctional. Mobile unit stops at school premises have been particularly successful. But it must be strongly emphasized that this is an extension of the public library services and a supplement to the school library, not an alternative to it.

In December 1985, a new Public Library Act was passed in Parliament and entered into force ~~from~~ January 1986. Through an act on the dissemination of income for counties and municipalities, effective since January 1986, operating grants based on a percentage of local expenditures were abolished. An unconditional block transfer of funds to the municipality became the only source of state aid for cultural and educational activities. In correspondence ~~with~~ this, the new Library Act implies no economic attachments.

The new act gives the objectives of public library services in general, and the responsibilities of the different administrative levels are clearly defined. A point is also made of public libraries as part of a national network.The main objective of the public libraries, according to the new Library Act, is to

"...be responsible for promoting knowledge, education and other cultural activities by providing access to information and by making available books and other suitable material, free of charge, to everyone residing in the Realm.Each library shall in its service to children and adults stress the importance of providing high-quality, versatile and up-to-date material" (section 1).

Proposed standards for personell in public libraries hold that at least 1/3 of the service and the time spent should be allocated to work with children, whether libraries have a special children's department or not. Circulation to children rose by 11% last year, and children are now borrowing 40 % of the books circulated while they only have 25 % of the stock at their disposal.

Public library services for children in Norway cover a variety of cultural activities, many of which require more time and effort than services for adults, and The statutes of the Association of Children's Librarians emphasize children's rights to qualified supervision and a wide range of quality books and other material.

The changes in society mentioned earlier, are particularly significant for the life of children and adolescents, and library services for these groups certainly have to take these aspects into account.

Despite good intentions, public library services for children have not reached up to a satisfactory level. Scarcity of books is one problem. The geographic structure

of Norway creates the main challenge. It calls for a different pattern of disseminating books and other library services to children than we can find in other countries. Even a decentralized public library system cannot reach out to every child in a sparsely populated country like Norway, and a great number of children find the nearest public library branch to be too far away for everyday use.

In order to secure library services to all children, we have to organize a co-operation between public and school libraries. A prerequisite for this co-operation is a radical improvement of the standards of the school libraries.

There are about 3 700 primary schools in Norway, 1/3 of them have less than 50 pupils. In principle, all schools have a library, but their standards vary enormously. Most of them are run by teachers with no training in school librarianship. A small fee is paid annually to those teachers who are in charge of the various collections to be found in a school, the school library being one of them. Time is rarely set aside for the active integration of the school library in the curriculum, nor for the supervision of pupils and teachers in the use of the library. The task of stimulating children to become interested in reading, and giving them books to read for pleasure, is in general delegated either to teachers of Norwegian or to teacher librarians who must perform this task in their spare time.

Book stocks are often inadequate, too limited or out of date. The ear-marked state grants which were abolished in 1986, allowed for the average purchase of "1/3 of a book per pupil per year". Many municipalities regarded this as a "maximum level" for book budgets, and, although exact

figures are not yet at hand, it is our impression that this level is maintained even when the book budgets are the sole responsibilty of the municipal authorities. A constant shortage of new quality books reduces children's interest in using ~~the~~ school libraries. Consequently, circulation rates have gone down over the last years.

Accomodation is generally limited, in many cases to small areas that are ~~or~~ also used for other purposes, or the library is placed in a remote area of the school.

In the Report by Her Majesty' Inspectors on the effects of local authority expenditure policies on education provision in England, 1985, the inspectors of primary schools found "inadequate provisions of books, either in number or quality or appropriateness to be a resource factor that adversely affected the quality of work", and insufficient librarian support had as a consequence that "many libraries were under-developed, under-used and their availability to pupils often restricted".

This is also a fairly precise description of Norwegian primary school libraries.

The main problem is, however, that the school administration and the school authorities at all levels have not felt responsible for developing the school libraries.

A report compiled by the Norwegian Directorate for Public and School Libraries in 1983 to sum up the effects of the former library act (of 1971) on services for children in public and school libraries, stated that a major hindrance for the development of school libraries was the linking of these libraries to the Public Library Act. As long as this

connection was maintained, school authorities could not be expected to take full responsibility for the development of libraries in schools. Lines of command and information were blurred, and school libraries were at a constant risk of being left out of both school and library planning, because they did not fit into either category.

The report therefore concluded that Norwegian school libraries should be excluded from the Public Library Act, and included in the Primary Schools Act, thus placing the full responsibility for the development and organization of school libraries on all administrative levels with the school authorities.

The recommendation was effected through the passing of the new Library Act and the amendment of the Primary Schools Act.

Section 12 of the Primary Schools Act now reads:

"Schools shall have a library and a member of staff who is responsible for library services. The school library shall have both an educational and a general cultural function, and must establish a formal co-operative arrangement with the public library in the municipality".

Through this provision, the school authorities are instructed to take full responsibility for the development of the school libraries. This includes making a realistic survey of the actual condition of the school libraries, and drafting of a long term plan for the development of the library services. The most important aspect of this plan

will be to deal with the staffing of the libraries, but also plans for increasing the book budgets are needed. (In one county, the county superintendant of schools has advised the municipal school authorities to set up a five-year plan for increased book budgets, aiming towards a "one book per pupil per year"-minimum).

The transferring of school libraries to the Primary School Act coincided with the revision of the "Model Plan for the Norwegian Basic School", in which school libraries are defined primarily as part of the educational process. This strengthens the educational aspect of the school library services. In accordance with this, many school libraries now emphasize their role as "media resource centres", including new media in the library and adopting new technology in the development of cross-curricular education. "The process, rather than the content of learning" and emphasis on the integration of content and skills where seeking of information is concerned, have come to the fore, and school libraries can play an integrating part in this process. As pointed out by Janet Stevenson in Libr. Ass. Rec. 12, 1986 (p.599), there is a strong argument for "starting to train all children in information thinking from the earliest stages in their education so that, whatever work they do in adult life, they have reached that crucial "resources readiness" (rather like "reading readiness") before they undertake further training".

We hope that this extension of the concept of school library work will generate increasing interest among school heads and teachers for the development and curricular use of

Although the difference between school libraries is great, both regarding standards and the emphasis laid upon the different functions of the library, they have one thing in common: a long tradition of seeing themselves as separate units with very little contact with the rest of the library system or with each other.

Since very few school librarians have any formal library training, and have too little time at their disposal, the situation is becoming critical. Budgets, however small, cannot be fully exploited, the selection of books is often arbitrary, books and other material are not adequately registered, and therefore difficult to retrieve, and the supervision of teachers and pupils tends to be haphazard.

But the burden of school library development must not be placed upon the single school librarian. Conditions must be created by the municipal school authorities for establishing a formal co-operative network between the school libraries, headed by an administrative body within the school administration. This will, in addition to giving a better offer for the children, ensure a better exploitation of resources, and is by many considered a crucial point for the development of co-operation between public and school libraries. Through regular meetings, school librarians and children's librarians will be able to exchange information, experience and knowledge on areas such as book selection, retrieval systems, supervision, the place of the school library in the curriculum, the introduction and handling of information technology, budgeting and statistics. Since most school librarians also are practicing teachers, time

must be set aside by the municipal school authorities for the librarians to participate in and prepare for these meetings.

The decision to transfer the school libraries to the Primary School Act caused some anxiety among librarians that school libraries might now be reduced to mere "pedagogical workshops", operating entirely within the bounds of the curriculum and the preceding limits of the primary school.

Emphasis must be laid upon the fact that school libraries also have a general cultural obligation. Particularly in sparsely populated areas, where public library services are hard to reach for children with a limited range of action, school libraries will play an important part in the disseminating of books and information services to children.

Primary schools and the public library must be regarded as the two main cultural institutions of any municipality, and they do have a common goal in disseminating books to children. To maintain the general cultural aspect of the school library functions, and to secure general library services to children living in remote areas, resiprocal provisions on co-operation were included in both the Library Act and the Primary School Act of 1986.

For many years, some sort of co-operation has taken place between public and school libraries, but this has always been in the form of a uni-lateral rendering of services from the public or county library to the individual school library.

Section 6 in the Public Library Act reads as follows:

"Co-operation with school libraries in the municipality shall be ensured by means of agreements, and by placing the professional expertise of the public library at the disposal of the school authorities in the municipality".

This is the legal basis for working out guidelines for the co-operation between public and school libraries in the municipalities. Such guidelines have been drafted by a working group whose members represent The Directorate for Public and School Libraries and The Basic School Council.

The guidelines for co-operation demand a coordinating or liaison committee in each municipality to deal with co-operative matters. Employees and administrative staff from both library systems are to be represented in this committee. The secretariat may be placed with either of the two administrations, or a separate secretariat may be set up.

In the draft proposal for the guidelines, it was emphasized that the co-ordinator must have library training, as this task may also include the management of the children's library. In some small municipalities, plans have been made to create a position for a trained children's librarian working part time in the children's library and part time as a co-ordinator for the school libraries. Thus, Section 6 of the Library Act does not only contribute to the development of school libraries, it may also strengthen the public library services to children.

Among the duties of the coordinating committee are:

- continuously to analyse and evaluate the library services for children and young people in the municipality
- to draft a plan for the total library services for children and young people in the municipality, considering the need for personnel and budgetary consequences of collaborative activities
- consider the carrying out of collaborative activities, such as joint acquisition of books, union catalogues, registration of stock, circulation of certain parts of the book stock, information, exhibitions, joint actions like Book Weeks, etc.
- draft a proposal for an agreement to collaborate between the public and school libraries, and
- propose drafts for further education of personnel.

The plan for the organizing and carrying out of library services for children and young people shall secure an optimal service through

- the pointing out of sectors for joint activities and the coordination of resources
- the planning and carrying out of joint activities and
- the enforcement of good and practical routines for the exchange of information.

Having looked at the "bureaucratic framework", what is the content of the co-operative efforts?

First of all to stimulate reading habits and increase information handling and media skills among children. To fight a growing functional illiteracy and give a non-commercial alternative for leisure-time activities. We believe

that the close co-operation between teachers and librarians, with mutual respect for each other's merits and qualifications, can create the best conditions for reaching these goals.

Recently, a research report on children's reading habits concluded that children definitely are as eager readers as ever - provided books are made available to them. And their taste in reading is much wider than one might expect. Serial and trivial literature have priority only as long as they are the only alternative, so to speak. This report, as well as other reader-stimulating projects, stress the fact that children are extremely open to guidance where choice of literature is concerned, even from adults (!) and that teachers and librarians are often too reluctant to give such guidance. Common book meetings for groups of disseminators may well supply teachers with the knowledge of children's literature that they need in order to feel secure when advising children in what to read. And librarians may have a lot to learn about children's capacity to read and apprehend, and what kind of texts to present to children of various age groups.

Since the new Library Act was passed in Norway, The Directorate for Public and School Libraries has noticed an increased interest in the building up of services for children, which is quite encouraging. School and library administrations recognize a mutual interest in getting together to start organizing the services in accordance with Section 6. The responsibilities of the county libraries regarding professional advice to local authorities on matters of planning and co-operation have been extended.

This also includes arranging meetings and professional courses, in co-operation with the county school superintendent.

There is also some natural scepticism to be seen: On the public library side, because new obligations towards the schools come on top of what an understaffed and overworked library personnel is already expected to cope with. There is also a more ideological objection: that school libraries and public libraries are two separate systems in their own right. The idea of the school library performing "public library services" is wrong, it is argued, both because they have no competent personnel for this job, and because the spreading out of small municipal budgets over so many units (40 or more schools in a municipality) is a waste of money. "Put your money on the public libraries", is the message. Enable them to improve their services, and let the school libraries become educational media centres exclusively.

Teachers who see the educational use of school libraries as the major goal, fear that the traditional issuing of books to pupils will occupy time and funds from the media resource centre. Also, there is some fear that Section 6, stating that the public library shall place its professional expertise at the disposal of the school authorities, will mean undesirable interference in the schools' activities and priorities. "School libraries on the schools' own terms", is the slogan.

The guidelines, however, do not force upon any community a fixed solution to the problem of disseminating library services to children. It is neither in the interest of the

public nor school libraries that school libraries are looked upon as extensions of the public library. And the public librarians are quite prepared to limit their professional expertise and advise strictly to library matters. Precise definitions of what are to be the tasks of each library system are vital. Co-operation does not necessarily mean "doing everything jointly", and it certainly does not mean "being able to buy fewer books or putting in less personell". But it may mean to agree in sharing or dividing responsibilities - where this is functional. Through definitions of the total duties and obligations of each library system, and the separating out of the common tasks, it will be possible to ensure a rational exploitation of resources. If they pull together, children's and school librarians may even be able to achieve increased resources.

As I have mentioned, projects to stimulate reading have been carried out in some counties and municipalities, and more are to follow. These are real "reading for pleasure"-projects, and the first prerequisite is lots of good books - a great variety of pleasant, sad, humourous, adventurous books, "because, hopefully, no child is so foolish that he reads hundreds of pages that do not interest him", to quote one wise superintendant of schools. These projects could not have been carried out by either school or public libraries alone. Co-operation, not only in supplying books, but also in supplementing knowledge and insight, has been essential. All teachers and librarians involved in these projects have been through compulsory courses held by the County School Directorate.

In October 1985 and 86, Children's Book Weeks were launched all over the country. In many communities, public and school libraries pulled off the action together, (often in co-operation with the local book shop). There is every reason to believe that the remarkable increase in circulation of children's books is due to this intensive co-operative effort of book promotion. Seemingly, the contact established through these actions has been maintained as a base to build upon for further co-operation.